HAWAI`I COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Adult Residential Care Home Operator (ARCH)

November 30, 2007

Assessment Period: July 1, 2004 to June 30, 2007

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Program Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAI'I COMMUNITY COLLEGE
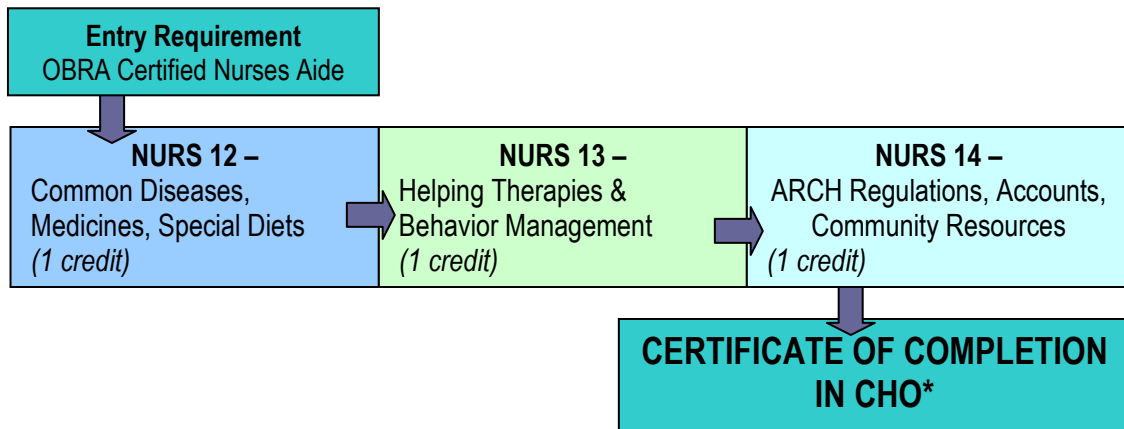**Adult Residential Care Home Operator (CHO)**
2007-2008

A. Program Effectiveness
1.   This program prepares OBRA certified Nurses' Aides to be eligible for licensure by the State Department of Health as a Care Home Operator. Care Home Operators operate Adult Residential Care Home (ARCH) facilities. ARCH facilities provide 24 hour living accommodations for adults, unrelated to the family, who require at least minimal assistance in activities of daily living but who do not need the services of an intermediate nursing care facility. This program focuses on workforce development. It helps build healthy communities by providing ARCH facilities that allow people to remain in their own community in a safe, home like setting.

Figure 1 Program Map

Adult Residential Care Home Operator (CHO)

Entry Requirement
OBRA Certified Nurses Aide

NURS 12 – Common Diseases, Medicines, Special Diets *(1 credit)*	**NURS 13 –** Helping Therapies & Behavior Management *(1 credit)*	**NURS 14 –** ARCH Regulations, Accounts, Community Resources *(1 credit)*

CERTIFICATE OF COMPLETION IN CHO*
*May apply for the CC in CHO if took HawCC's 200 hour non-credit Nurses Aide course that can be converted to 8 credits (Nurs16) and 3 credits of CHO = 11 credits / Certificate of Completion

        OBRA certified Nurses' Aides may enroll in the Adult Residential Care Home Operator courses (CHO) courses (Nurs 12, 13, 14). Upon completion of the courses students are eligible for licensure by the Hawaii Department of Health as a Care Home Operator. Student desiring the CC in CHO may apply for it as indicated above.

2.	Program learning outcomes have been assessed through informal surveying of graduates by the faculty who maintains communication with her graduates across the state. PLO #1 requires the graduates to implement the provisions of HAR, Title 11, Chapter 100.1 in serving as primary or substitute care givers. Primary care givers are operators of licensed Adult Residential Care Homes. Substitute care givers work as care providers in an ARCH. A total of 142 students graduated from the program from July 1, 2004 - June 30, 2007. An informal survey of graduates revealed that 40-50% of the graduates opened a licensed ARCH as primary care givers and 80-90% served as substitute caregivers in a licensed care home. ARCH facilities are inspected by a R.N. Consultant of OHCA prior to a license being issued and annually thereafter. Of the graduates, 79% were residents of O`ahu and four were residents of Kaua`i. The remainder was from the island of Hawai'i.

Table 1—List of Program Learning Outcomes

Upon completion of the Adult Residential Care Home program,

PLO #1ʏ.The graduate will apply the provisions and requirements of HAR, Title 11, Chapter 100.1 pertaining to the administration of an ARCH in order to function as primary caregiver or substitute caregiver in a licensed care home.
PLO #2ʏ.The graduate will utilize basic nursing knowledge and critical thinking to identify the signs and symptoms of the common health problems of older residents in order to safely implement nursing interventions and medical treatment as indicated.
PLO #3....The graduate will take into consideration the cultural values, health beliefs and dietary practices of residents in order to provide their dietary requirements.
PLO #4….The graduate will assume the roles and responsibility of providing residents access to routine health maintenance and screening as well as social, recreational and leisure activities.
PLO #5....The graduate will assist and make medication available to residents in a safe manner.
PLO #6....The graduate will assist in carrying out the prescribed rehabilitative and restorative therapies for residents.
PLO #7....The graduate will apply knowledge about elderly abuse, neglect, and exploitation and the process for reporting it.
PLO #8....The graduate will apply care strategies that maximize the cognitive functional level of residents and provide safe care of specialized populations who exhibit challenging behaviors.
PLO #9....The graduate will identify appropriate community resources that can help meet the needs of residents' and care home operators.

Table 2—Program Learning Outcomes by Courses

(Check off which course supports which PLO; add columns & rows as needed)

Course	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9
Nurs 12	-	X	X	X	X	-	-	-	-
Nurs 13	-	-	-	X		X	X	X	-
Nurs 14	X	X	X	X	X	X	X	X	X

Table 3—Levels of Implementation of PLO Assessment

For each PLO, Indicate ONE level of implementation; add rows as needed

PLO	A	D	P	SCQI	Assessment Strategy
PLO #1				X	Graduates receive ARCH licensure from OHCA, or serve as substitute care givers. All are surveyed annually by DOH regarding conforming to implementation of the requirements of HAR, Title 11, Chapter 100.1
PLO #2				X	All PLO's are part of the requirements of HAR, Title 11, Chapter 100.1 therefore are evaluated as part of the initial licensure of the ARCH as well as during annual
PLO #3				X	inspections of the ARCH and its care givers. Assignments used during the program are the same as those used by primary and substitute ARCH care givers.
PLO #4				X	
PLO #5				X	
PLO #6				X	
PLO #7				X	
PLO #8				X	
PLO #9				X	

Table 4A—Percentage of Program Courses with SLO's

100% of Program courses with SLO's	Of these, 100% are being assessed

Table 4B—Percentage of Program Courses Reviewed within the Previous 5 Years

100% of Program courses with SLO's

3. **Program Strengths and Weaknesses**

There is a healthy demand for Care Home Operators in the state and county of Hawaii. Courses are fully enrolled each time they are offered with students traveling from other islands to take the courses. Community based care is a current and growing trend.

The program is efficient in that the courses fill at 100% or more and have been a non-cost addition to the workload of a nursing faculty who has taught full time in the Practical Nursing program. This faculty recruits, advises, teaches and follows up the students in the CHO courses each semester. She is a well respected leader in the ARCH industry across the state. However, this faculty will retire soon and another faculty is not prepared to teach the courses at this time. It is not clear to the writers how the cost per student semester hour was determined since the amount for supplies allocated in each of the years 04-05 ($2738.20); 05-06 ($2738.20); 06-07 ($2598.20) was considerably less than that presented in the Table 8 (Data Elements).

Almost all the students who enroll in the three credit CHO course sequence successfully complete it. Although almost none of the students who complete the courses apply for the Certificate of Completion, they do go on to work as primary and substitute care givers in ARCH facilities thereby meeting the purpose of the program. Revisions made in the law governing 2007 will require minor modifications of the courses. Overall it is a healthy program.

Program Strengths (S1, etc.) and Weaknesses (W1, etc.)

S1 - There is a demand for graduates and an ongoing healthy interest in the program.

S2 - The program is efficient in that it has been taught as an addition to a faculty's full-time position in the Practical Nursing program.

S3 - The program is effective in that according to an informal survey the almost all of it's graduates enter the workforce as primary or substitute care givers

W1 - Almost none of the graduates are interested in being awarded the Certificate of Completion in CHO. In addition, the Hawai'i Community College non credit Nurse's Aide course is no longer equivalent to the 8 credits needed to combine with the 3 credits of CHO for the 11 credits for the CC.

W2 - The current faculty will be retiring and another faculty is not ready to take her place.

W3 - Revisions of the law governing ARCH facilities requires modifications of the present CHO courses.

B. Action Plan including Budget Request

Table 5 lists the four action plan items for the CHO program. No cost items were determined for the action plan so Table 6A is blank. No specific facilities are assigned to the CHO program so Table 6B is blank. No specific equipment is assigned to the CHO program so Table 7 is blank.

Table 5—Top 6 Non-Cost Items (Including SLO & PLO completion, and assessment)

Task	Academic Year	Who is responsible	Best Fits which ADP Goal	Addresses which strength or weakness
1. Complete course modifications of Nurs 12, 13, & 14 relative to the requirements of HAR, Title 11 Chapters 100.1-8 (5)	May 2008 with annual approval of courses by OHCA, DOH thereafter	ARCH faculty and Nursing & Allied Health Curriculum Committee as needed	C	W3
2. Develop and administer a formal employment survey of graduates.	2007-2008	ARCH faculty with help from institutional researcher and Division secretary	C	S3
3. Begin preparing another faculty to teach CHO courses.	2007-2008	ARCH faculty and Division Chair	D	W2
4. Explore whether or not to continue offering a Certificate of Completion in CHO or just the ARCH courses.	2008-2009	ARCH faculty and NAH Chair	C	W1

Key to abbreviations:
ADP Goals are: A, B, C, D, E
Strengths/Weaknesses are numbered (S1, S2… W1, W2…--from A.3.)

Table 6A—Top 6 Cost Items
No cost items specific to CHO were determined.

Task	Academic Yr.	Who is responsible	$ amount & budget category Except R/M	Best fits which ADP Goal	Supported by ADP Resource Require-ment? Y/N	Addresses which strength or weakness

Key to abbreviations:
ADP Goals are: A, B, C, D, E
Budget Categories: P=Personnel; S1x=Program Review Special Fund;
SE=Supplies Enhanced; Eq=Equipment
Strengths/Weaknesses are numbered (S1, S2, S3, W1, W2, W3—from A.3)

Table 6B – Repair and Maintenance
No repair and maintenance specific to CHO was determined.

Nature of Problem	Describe Location: e.g. Building(s) & Room(s)

Table 7—Equipment Depreciation, if applicable

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	Category: CP or E	Expected Depreciation Date	Estimated Replacement Cost
None assigned to this program			

Key to abbreviations:
CP=Controlled Property w/item value $1K-$5K
E=equipment w/item value >$5K;

Table 8—Data Elements

	AY 04-05	AY 05-06	AY 06-07
CHO			
1. Annual new and replacement positions in the State	5318	5318	5318
2. Annual new and replacement positions in the County	213	213	213
3. Number of majors	26	25	25
4. Student Semester Hours for program majors in all program classes	78	75	75
5. Student Semester Hours for Non-program majors in all program classes	0	6	0
6. Student Semester Hours all program classes	78	81	75
7. FTE Program enrollment	5.2	5.4	5
8. Number of classes taught	3	3	3
9. Determination of program's health based on demand (Health, Cautionary, or Unhealthy)	Healthy	Healthy	Healthy
10. Average Class Size	26	27	25
11. Class fill rate	104%	108%	100%
12. FTE of BOR appointed program faculty	1	1	1
13. Student/Faculty ratio	26:1	25:1	25:1
14. Number of Majors per FTE faculty	130	125	125
15. Program Budget Allocation (Personnel, supplies and services, equipment)	$11,734.00	$11,734.00	$11,594.00
16. Cost Per Student Semester Hour	$150.44	$144.86	$154.59
17. Number of classes that enroll less than ten students	0	0	0
18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)	Healthy	Healthy	Healthy
19. Persistence of majors fall to spring	0%	0%	0%
20. Number of degrees earned (annual)	0	0	0
21. Number of certificates earned (annual)	0	0	0
22. Number of students transferred (enrolled) to a four-year institution in UH	0	0	0
23. Perkins core indicator: Academic Attainment(1P1)	.00%	66.67%	100.00%
24. Perkins core indicator: Technical Skill Attainment (1P2)	.00%	100.00%	100.00%
25. Perkins core indicator: Completion Rate (2P1)	.00%	.00%	.00%
26. Perkins core indicator: Placement in Employment Education, and Military (3P1)	.00%	.00%	.00%
27. Perkins core indicator: Retention in Employment (3P2)	.00%	.00%	.00%
28. Perkins core indicator: Non Traditional Participation (4P1)	10.64%	10.20%	23.81%
29. Perkins core indicator: Non Traditional Completion (4P2)	.00%	.00%	.00%
30. Determination of program's health based on effectiveness (Healthy, Cautionary, Or Unhealthy)	Healthy	Healthy	Healthy
31. Determination of program's overall health (Healthy, Cautionary, or Unhealthy)	Healthy	Healthy	Healthy
32. Number of FTE Faculty	0.2	0.2	0.2